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## Individualization of education for children with speech defects in preschool educational process

**Abstract.** *The article is devoted to the problem of individualization of education in accordance with the severity of preschool children deviation. The individualization of education is one of the main forms of work for speech therapists and preschool teachers.*

**Keywords:** *individualization, differentiation, children with speech defects, speech correction work, speech therapy center.*

Each person is unique in its individuality, which is expressed in individual features. Any impact on a child is refracted through its "internal conditions", without which you effective educational and learning process is not possible. Only based on these features, the child's development can be many-sided and his unique abilities can be revealed [1]

Many Russian and foreign representatives of progressive pedagogy paid attention to the individual approach in the problem of educating children. The great Czech educator J.A. Comenius in his pedagogical system designated the necessity of organizing the educational and upbringing process, which takes into account the age and individual characteristics of children.

However, nowadays the problem of individualization of education and upbringing remains one of the central psychological and pedagogical problems. Only the most basic and common is more or less clear: the individual approach in training is taking into account child's individual features.

The basic contradiction of traditional teaching in infant school is associated with form of educational organization and individual character of learning.

The problem of the individual approach itself is creative, but there are some highlights in its implementation:

- Knowledge and understanding of children;
- Thorough theoretical balance;
- Ability of a teacher to reflect and analyze.

Preparing teachers to implement the technology of individual approach includes:

- Formation of ideas about wide spectrum of preschooler's individual singularities: psycho-physiological, psychological, pedagogical;
- Formation of skills to diagnose preschoolers on the subject of certain individual differences.
- Development of pedagogical thinking variability, which is necessary in preparing lessons and in development of deliberately redundant sets of multitype tasks on the topic studied.

The teacher's professional level is determined by how he implements in practice the principle of the individual approach to each child. It should be considered that a teacher must not only think of the main characteristics of the children's group (their ability to perceive the material, to memorize, process and use it), but also he should know the basic principles of the individual features studying.



It is proved, that the full development of all means of speech and its core functions during the preschool years is the key to mental health and socialization of children, successful establishment of educational activity.

However, the study of psychological and pedagogic characteristics and preschoolers speech development dynamics can reveal very significant differences in children of the same age. Most often, teachers have to identify lag, delay or disruption in child's speech development.

O.A. Stepanova thinks that deviations in speech development can be divided into three groups:

- Age gaps in speech;
- Social speech disorders;
- Specific delays and speech disorders.

The causes of these disorders and speech difficulties, riding by the disorders, may lead to negative manifestations in all spheres of child's life: low cognition activity, lack of orientation in the reality, inappropriate behavior in various activities, manifestation of creativity, etc.

Such children may constitute a substantial part of underachieving pupils in primary schools.

In fact, most of these children do not apply to complex speech disorders category, and so parents visit the speech experts belatedly.

On the one hand, child and his parents are unable to cope with these problems on their own, and, on the other, child is not enrolled in a special speech group. The situation can be solved by creating the conditions for complex maintenance of a child in the kindergarten of the general types; in particular, *speech therapy centers should be opened*.

Along with the search of the new forms of speech therapy organization, there are processes of improvement the traditional and non-traditional forms, optimization of methods and content of speech correction work. All these facts allow, on the one hand, including the wide range of children in the speech correction work, and, on the other hand, using the potential or hidden reserves of correctional and pedagogic impact and making it the component of the holistic educational process.

The need for comprehensive and thorough study of the organizational and conceptual aspects of speech therapy to children, strengthen of its prophylactic aspects is an actual need nowadays and the challenge for preschool education.

The experience of preschool speech therapy center, which include the organization of speech correction help to children in kindergartens, has more than ten year-old history (S.V. Grigoryan, 1989; V.I. Selivyorstov, 1988; O.A. Stepanov, 1994, 1996 ).

This form of work, which is well-organized, has the high efficiency of corrective feedback, variety of tools and methods and plays a huge role in speech and overall child's readiness for school.

However, the study of preschool speech therapy centers shows, that along with the accumulated positive experience of their operation, speech therapists quite often forget to realize the system approach in correction of the preschoolers speech failure manifestations and individual psychophysical features of preschooler are not always taken into account. [2]

Speech therapy center activities suggest the system impact, consisting of several interconnected units (stages: diagnostic, correctional and evaluating and control ).

According to the survey, each of the children can be assigned to one of the following groups [3].

*First group.* Speech development corresponds to the age of child, or violations are temporary or age-specific;



*Second group.* Speech development of a child is the subject to dynamic observations, i.e. the minor infractions appear, which require examination once a month, if necessary, children can be moved to the next group;

*Third group.* Speech development of a child needs correction; various defects are not age-appropriate;

*Fourth group.* Children need special conditions of education and training, i.e., violations are burdened by secondary disabilities.

Efficiency of solution the strategic, tactical and operational problems of correctional and educational process will depend on how well the pedagogical staff conceive the degree and nature of their own involvement in it.

In general, speech therapy work contains two kinds of successive interconnection between speech therapist and teachers: development (correction) of outmental processes and functions. It is important to bear in mind that the main work is done by a speech therapist, forming the correct primary speech skills. Preschool teachers help only at the stage of consolidation of already formed speech automatisms. At the same time teachers take the leading role in the formation of outmental processes and expand the horizons of children, provide the conditions for the preservation and maintenance of their moral and physical well-being. Distribution of functions is well established in the long-term speech therapy practice and is enshrined in preschool programs (groups) for children with speech disorders. [4]

Although the correction of speech is the additional task in the general kindergartens, teachers help in solving it.

The work of educators according to the standard program does not include the motivation of teachers for conducting and developing the means of individualization of preventive and remedial work in preschooler speech correction. Actually, the competent work of kindergarten teachers with children, who have deficiencies in speech development, may be regarded as one of the possible models of integrated speech therapy work with children.

The main purpose of this orientation should be the creation of such upbringing environment that is conducive to the fullest disclosure of potential speech-enabled pupils, prevent speech development difficulties and, if necessary, their well-time overcome. To achieve it the number of problems should be solved: diagnostic, preventive and corrective.

In practice, this orientation may be implemented in two ways: first – special tasks are included in the preschool educational program, second – the addition of general developmental goals and speech correction work on the level of individual learning as the complementary component of the educational process. It is the creation of individual programs.

Both methods can be used simultaneously. The first method is priority to children of the first and second groups, the second – to children with disabilities of speech development, which have anatomical and pathophysiological origin.

The individual approach requires from teacher the ability to work manifold and variously, to have a lot of patience and ability to understand the difficult behavior.

Diagnostic work of educator is the mean of identifying the characteristics and difficulties in child speech development, manifested in various kinds of activities. On the one hand, this makes it possible to obtain objective information on the state of knowledge and skills of children and on this basis to manage the educational process. On the other hand, it allows preschoolers with different levels of training to demonstrate their achievements. [5]

Preventive unit is considered as a set of necessary and sufficient actions, aimed at stimulating the development and improvement of the speech activity of preschool pupils in the unity of its motivational-need and operational components.

In speech correction block teacher can select multiple strategies:



- Guide parents to have the regular lessons with specialist;
- Direct parents on PMPC;
- Direct the parents to consult with a speech therapist and, in accordance with the recommendations made by him, give the speech correction support for the child. [6]

The problem of speech correction in speech therapy center is optional. It leads to the specificity of the speech therapist work. The schedule should be made thoroughly and the basic educational program should not be violated.

The main form of work on the speech therapy center is individual remedial classes, what is explained by the following reasons:

- The need to adapt to the general educational classes and daily routine;
- Different structure of pronunciation defects;
- Different level of cognitive processes development;
- Individual speed of mastering material;
- Need for several violations correction in the sounds pronunciation;
- Children's somatic weakening, entailing delays in correction process.

These and some other reasons do not allow children to organize stable subgroups for speech therapy sessions.

The speech therapist make the main emphasis on proper speech therapy and speech remedial work with preschool children. Despite significant differences in the tasks of speech correction work, primarily determined by age, speech and individual and personal characteristics of children, it is , nevertheless, based on the number of general principles, among which the priority ones are [7] :

- Individualization;
- Versatility;
- Comprehensiveness;
- Systematic character of correction and pedagogical impact.

*Individualization* of pedagogical impact can be achieved through careful dynamic study by a speech therapist of the speech disorders structure and analysis of the causes of deviations.

Versatility of speech therapy work is not only the compulsory registration of speech features, but also the account of individual and typological features of preschool children, which hinder the normal development of their speech. The laws of both general mental and speech ontogenesis should be taken into account.

For more complete disclosure of the individual approach the speech work with children is carried out during classes, in small groups, i.e., speech therapist can transfer children from one subgroup to another, due to changes in speech development.

The most important type of individual learning becomes the level differentiation. The main feature is the differentiation of the requirements for knowledge and skills of the child: mandatory training level is singled out; it sets the lower boundary of sufficient mastery of the material. This level should be available and possible to every preschooler. On its basis the elevated levels of mastering the material are formed. Children, who are in the same subgroup and have one program, receive jobs, depending on the level of assimilation, which meets their needs, interests and abilities.

Practical implementation of level differentiation should not mean that some children get the larger volume of material, and the other – smaller one. Everyone has to go through the full training process, which can not be limited to the minimum requirements. Otherwise, the level of mandatory training will not be reached/





In other words, the level of education should exceed the level of mandatory requirements. Every child should master the full volume of material and see samples of activity. And some of them will perceive these samples completely, assign them, make them as the knowledge and experience, while others do not get lost in the volume of information, and will learn from it that provides the minimum standard.

The opportunity to choose the level of achievement, in particular limit the level of mandatory requirements, will help avoiding overloading the child.

The individual form of educational activity involves self-reliant work of children on differentiated tasks. The task, built according to the individual features of the group, which was formed by the same level of knowledge and skills and level of their assimilation.

We believe that now this problem can and should be solved, as the implementation of the individual approach helps to involve all children in the activity of mastering the educational program material and is the essential condition for the successful formation of preschooler's readiness of for school.

The Convention on the Rights of the Child states: "Only the combination of age and individual approach in the education and upbringing of children can provide them with an emotional well-being and full mental development".

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